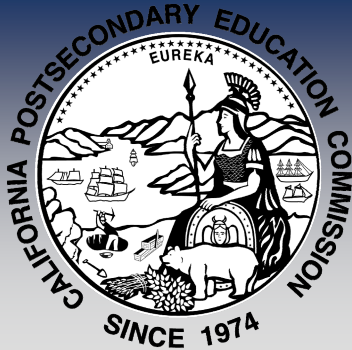


# CPEC

California Postsecondary Education Commission

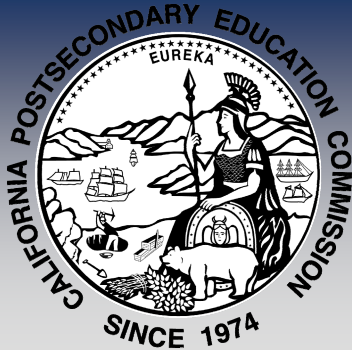
## Professional Development for Teachers in California

Presented By  
Hanouvi Agbassekou



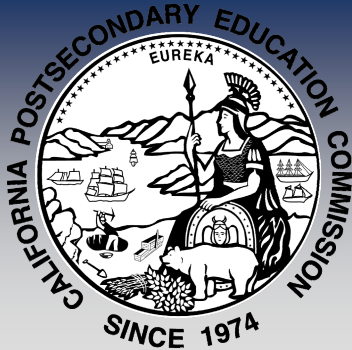
# What Research Says

- Focus on content, environment, part of school mission
- Foster collaboration and team work
- Increase communication on instruction and pedagogy
- Involve principals in leading effort with PD initiatives



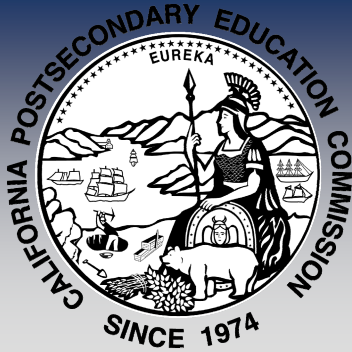
# General Models Offered

- Traditional: Conferences, workshops or seminars targeting teachers in a district or across districts
- Newer models: learning communities, lesson study, mentoring, coaching, observation, peer grading, formative assessment and induction



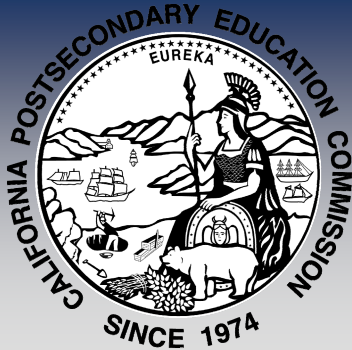
# Survey Result on Models

- District
  - Extended institutes
  - Buy back days
  - Learning communities
  - Staff meetings
  - Mentoring and coaching
- School
  - Staff meetings
  - Learning communities
  - Buy back days



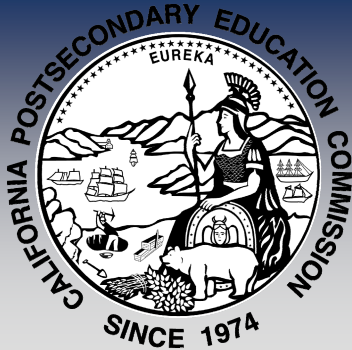
# Funding

- Movement toward consolidation of programs into block grants
- Flexibility in using categorical funds by districts



# Current Issues

- Not enough staff time
- PD hours decreased from 8 days to 3 days
- Most professional development training occurs outside of class time, requiring teachers to use their personal time or be paid extra hours
- Complexity in assessing the effectiveness of professional development programs



# What's Next

- Use recent study on professional development models (empirical and quasi experimental) and what works
- Investigate teachers' perceptions on various initiatives offered by districts, schools, and outside institutions
- Find out whether or how professional development can be linked to teacher/student performance
- Derive conclusion/recommendation on ITQ program direction